

Research Brief

The Arts Integrated into High School Curriculum

Question:

- 1) How can we align the Arts program with exciting academics through "hands-on" learning and integrated approaches and what are some model programs?
- 2) Where can we find funding for such projects?

Summary of Findings: Very little is written directly about the integration of the Arts into the high school curriculum, and has to be creatively inferred from other sources (there is much more is written about integrating the Arts at the elementary and middle school level, and high schools can certainly learn from that body of literature). Much of what is written directly about integrating the Arts is either about magnet high schools for artistically talented students, or about art appreciation and art history integrated into the social studies curriculum, not about artistic production used as a hands on approach to motivate students.

Despite this, it isn't hard to think of ways that the arts could be used in other disciplines. The major art areas are design, drawing, painting, printmaking, sculpture, crafts, photography and filmmaking, and art appreciation. These can be easily integrated, especially into classrooms using project-based learning, since visual communication becomes such an important communication factor. Further there is pressure to move art education beyond simple production. Discipline Based Art Education (commonly called DBAE) is an art education method that goes beyond "painting a pretty picture." DBAE promotes higher level thinking skills, original problem solving skills, cultural and global awareness, verbal and non-verbal communication, and other skills that will help students throughout their lives. These goals are accomplished by teaching art history, criticism and aesthetics, as well as production. The focus areas of DBAE parallel the guiding principals that are outlined in many state curriculum standards documents and can provide an additional point of integration for teachers.

Major Findings and Conclusions:

Examples of Integrated Arts Programs:

- ✓ Social Science & Humanities

The **Understanding Artworlds** unit consists of four lessons that are designed to broaden students' understanding of art and culture. It is an interdisciplinary art and social science unit that uses a discipline-based approach to art

education; the lessons are interdisciplinary, thematic, and inquiry-based.
(<http://www.getty.edu/artsednet/resources/Artworlds/index.html>)

Worlds of Art is a curriculum resource that provides lesson plans to help teachers in southern California and throughout the nation tap Los Angeles's abundance of artists, museums, community art programs, and public art.

Worlds of Art takes an innovative, interdisciplinary

approach to making use of the Internet to help bring Los Angeles's worlds of art into the classroom. Teachers outside of Los Angeles can use its lessons to build connections between art learning and the artworlds of their own communities. **Worlds of Art** has been written for upper elementary, middle, and high school art and social studies classes and may be used in language arts and humanities classes. (<http://www.getty.edu/artsednet/resources/Worlds/index.html>)

**Balancing the Curricula in the Arts : The Caribbean Connection.
Jamaica, Trinidad, and Tobago.**

This curriculum unit evolves from a 5-week study program to the Caribbean by cultural arts teachers from North Carolina. The program was designed: (1) to enhance educators' knowledge of the Caribbean influence on Western culture; (2) to understand the history of the Caribbean and its impact on the arts; and (3) to infuse this information into the current arts programs of public school and higher education. (ERIC #: ED390786)

✓ Mathematics

Geometry Through Art

What Children Can Learn about Art and Geometry

A unique hands-on art/geometry activities
(<http://mathforum.org/~sarah/shapiro/index.html>)

✓ Science

River of Words: River of Words is an environmental art and poetry program created to promote watershed awareness, literacy, and the arts. Through our annual art and poetry contest and our educator's tools, River of Words helps communities begin exploring the natural and cultural history of their own homegrounds. (<http://www.riverofwords.org/>)

✓ Digital Media and Knowledge Production - Communication

Educational Video Center

The Educational Video Center (EVC) is a not-for-profit media arts center that teaches documentary video production and media analysis to youth, educators,

and community organizers. EVC's mission is dedicated to the creative and community-based use of video and multimedia as a means to develop the literacy, research, public speaking, and work preparation skills of at-risk youth. The Documentary Workshop works with students to find an issue of social importance, research it, and create a documentary about it. Their documentaries represent an outstanding collection of youth-produced educational materials that have won over 100 awards nationally and internationally, including an Emmy. They have also been broadcast to millions of viewers nationwide on cable and the ABC, NBC, and PBS networks. (<http://www.evc.org/>)

Miramonte High School

In the San Francisco suburb of Orinda, California, students are approaching learning from a new direction. With several computer labs and a variety of classroom systems accessible to them, freshmen regularly work alongside seniors to polish the projects they must complete as part of their school's core curriculum. It's all part of a new technology model called Digital High School. Over time, the excitement of students and teachers alike over the potential of multimedia to enhance learning has helped expand the technology program throughout the school. (<http://www.apple.com/education/profiles/miramonte/>)

In Progress: Diversifying cultural dialogue and paving the way for new voices in the field of digital media.

In Progress has been promoting the voices of young media artists since its inception in 1996. Its' mission is to diversify cultural dialogue and pave the way for new voices in the field of digital media. In Progress recognizes young and emerging artists of color, so they may demonstrate leadership within their communities while extending their voices to national audiences. We break down barriers of geography, class, education, and culture in the area of media arts and criticism. In doing so, we purposefully seek partnerships with communities that are urban, rural, and tribal; that are culturally diverse; economically depressed; or lacking in existing opportunities in media production. With this at the core of our efforts, we offer workshops, exhibitions, mentorships, and critical dialogues. (<http://www.in-progress.org/>)

- ✓ Artists working in residence with classroom teachers

The New Museum of Contemporary Art, NYC's **Visible Knowledge Program (VKP)** is an educational outreach and professional development program for public high schools. The VKP program is designed to develop students' visual and media literacy skills by integrating contemporary art in social studies, language arts, science and studio art curricula. Students are also

encouraged to explore connections between contemporary art practice and broader cultural and social issues as part of the New Museum's commitment to interdisciplinary education.

Through VKP, artist-instructors are paired with high school teachers on a semester long basis. Before and during the collaboration, artists and teachers attend professional development workshops that provide them with the necessary training, tools, and resources to incorporate art into their curricula. The programs also offer teachers and students a broad range of artistic experiences through art making, writing projects, teacher workshops, field trips to museums, galleries and artist studios.

http://www.newmuseum.org/more_school_programs.php

✓ Getting Ideas from Elementary and Middle Level Programs

Teaching Landmarks: Now, through this interdisciplinary middle school curriculum unit, you and your students will explore the meaning of landmarks and the places, people, and ideas that

mark you and your living environment in special ways. (Middle School Unit, but has been conducted with students to age 18.)

<http://www.getty.edu/artsednet/resources/Landmarks/index.html>

Sources for Funding:

National Endowment for the Arts

Has a variety of grant programs with various focus areas and application deadlines.

<http://www.nea.gov/grants/>

Arts@Work Grant Program

The NEA Foundation's Arts@Work grants encourage public secondary school arts teachers to collaborate with expert technology-using teachers and the business community to develop examples of technology-integrated arts curricula that meet high standards for student achievement. This program is supported in part by a grant from the National Endowment for the Arts

<http://www.nfie.org/programs/artsatwork.htm>

Arts Education Leadership Grants – The Oregon Arts Commission

The Arts Education Leadership Grants will provide matching funds to support projects advancing the Commission's arts education goals. Arts Education Leadership Grants will support projects of excellence that strengthen and integrate the arts into school curriculum and community life. Grant amounts will range from \$3,000 - \$7,000.

<http://www.oregonartscommission.org/grants/?r=16&acc=0>

Not in Oregon?

Search for local and regional organizations supporting the arts. They often have grant programs.

Corporate Giving

Does a large company have a campus or plant in your area? Check out their corporate web site. Many large companies have foundations that support the arts.

Corporate Grantmakers – Google Web Directory

A general listing of companies that donate money for various projects (not specifically art or education related).

[\(http://directory.google.com/Top/Society/Philanthropy/Grants/Grant-Making_Foundations/Corporate_Grantmakers/\)](http://directory.google.com/Top/Society/Philanthropy/Grants/Grant-Making_Foundations/Corporate_Grantmakers/)

Online Resources:

National Art Education Association

[\(http://www.naea-reston.org/\)](http://www.naea-reston.org/)

International Society for Education through Art

<http://cspace.unb.ca/insea/inseaweb/>

Loggia – Exploring the Arts & Humanities

The collections at Loggia explore select areas of study in art and art history, architecture and design, the decorative arts, industrial design, classical studies such as Greek, Roman, and Celtic mythology, and more!

<http://www.loggia.com/>

The Kennedy Center's ArtEdge collection of Teaching Materials

Includes resources, lessons, and an idea exchange

<http://artsedge.kennedy-center.org/>

PBS Teacher Source – Arts & Literature

Includes lesson plans, online activities, classroom resources, and professional development projects for Art, Language Arts, and English teachers.

http://www.pbs.org/teachersource/arts_lit.htm

Musée Online

...an online collection of many museum sites on the Web, organized by type, name, and rated categories

<http://www.musee-online.org/>

National Museum of African Art

...celebrates the rich visual tradition and diverse cultures of Africa to foster an appreciation for African art

<http://www.nmafa.si.edu/>

National Museum of American Art

...hundreds of images and virtual exhibits from this museum; includes some Real Audio introductions

<http://americanart.si.edu/index3.cfm>

Online US Museums

...a list of links to both online and virtual US museums

<http://icom.museum/vlmp/usa.html>

Online World Museums

...a directory of both online and virtual world museums

<http://icom.museum/vlmp/>

Date: 4/12/2003
Engaged Learning

Submitted By: Mike Muir, Maine Center for Meaningful

This brief is provided as a service to educators by Education Partnerships, Inc, which does not assume any responsibility for the content of the brief or the positions taken by the authors or the Web sites or other authors whose works are included. This research brief reflects information currently available and is not the official position of Education Partnerships, Inc.

Disclaimer: All URLs listed in this site have been tested for accuracy, and contents of Web sites examined for quality, at the time of addition. Content accuracy and appropriateness, however, cannot be guaranteed over time as Web sites and their contents change constantly. The author takes no responsibility for difficulties that may result from the use of any Web site listed herein. Please notify the [Webmaster](#) if you find any dead links or inappropriate material.

Permission: You may use or download content for research or educational purposes, or for your personal, noncommercial purposes, provided you keep unchanged all copyright and other notices with them. No other use of any content is permitted. You agree that you will make only lawful use of this research brief, and will only use these briefs in compliance with all federal, state and local laws and regulations. You agree that you will make no use of the research that violates anyone else's rights, including copyright, trademark, trade secret, right of privacy, right of publicity or other rights